

Strategies for Improving Course Design, Engagement, & Accessibility

Course Design - Tips for Improving Course Structure

- Welcoming home page with course links and instructor video
- Consistent navigation across all modules with clearly labeled buttons
- Chunk materials to reduce scrolling
- Module - “Bookending” (Beginning & Wrap-up) & module overview with to-do-list
- Transparent assignment template
- Alignment between CLOs, MLOs, activities, assignments, and assessment

Accessibility Tips

- Tabbed navigation
- Remove decorative images/tag as decorative and always include alt text (intentional)
- All files, videos, and external sites are “accessible” or remediate/remove them
- Use descriptive labeling
- Include prompt to address accessibility on registration form and learner profile survey
- Include accessibility statements for external tools used (e.g, start here module & syllabus)

Facilitation/Instructors “Humanize & Intrusive High Touch Model”

- Develop “Welcome Video”
- Provide weekly “optional” zoom office hours for participants and announce them
- Grade within 24-48 hr. following scheduled due dates for an assignment
- Use video and/or audio in discussions and grading as appropriate to humanize yourself
- Remind” participants to catch up- send email to non-completers every day an activity is due
- Respond to 1/3 of all discussion posts (be active in discussions)

Managing PD “Humanize & Intrusive High Touch Model”

- Recruit “faculty leaders” to serve as facilitators
- Schedule facilitator launch meeting & mentor NEW facilitators
- Provide “instructor guide” - tips, sample announcements & feedback bank
- Check participant access to the course (before & during) & communicate with Dept. Chair
- Check consistently to ensure facilitators grade timely & assist with grading if needed
- Check to ensure facilitators are active in at least 1/3 of all discussions

External Tools to Increase Engagement

- Ensure accessibility of tools - provide VPAT in syllabus
- Check what external tools are available and supported at your campus
- Limit the number of external tools used
- Provide/develop support resources and tutorials
- Facilitators “model” use of the tool